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ABSTRACT

Recently programs for primary prevention of drug and alcohol abuse have centered in the affective domain. Value Sharing training for teachers is intended to change classrooms and students. Fifth and sixth graders were given pre/post measures of self-esteem and risk taking attitudes. Value clarification behaviors of teachers were analyzed. Children grew in self-esteem and had a more positive attitude toward risk taking. Value sharing activities did not increase after teacher training. (Author)

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A PRIMARY PREVENTION DRUG
EDUCATION PROGRAM FOR SCHOOL CHILDREN:
AN ATTEMPT AT EVALUATION

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ABSTRACT

Recently programs for primary prevention of drug and alcohol abuse have centered in the affective domain. Value Sharing training for teachers is intended to change classrooms and students. Fifth and sixth graders were given pre/post measures of self-esteem and risk taking attitudes. Value clarification behaviors of teachers were analyzed. Children grew in self-esteem and had a more positive attitude toward risk taking. Value sharing activities did not increase after teacher training.

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Cognitively based prevention programs have gained a reputation of being ineffective. Therefore several affective programs have been established. One such program called Value Sharing has been used as a basis for teacher training in values exchanges in the classroom. This program focuses on having students explore values and identifying a process for enhancing the values of others while maximally enhancing their personal values. Strategies for Values Clarification (Raths, Harmin, and Simon, 1966), communication techniques, and the integration of values in subject matter teaching are studied. Although the teacher is directly oriented, it is expected that the atmosphere in her classroom will change and her treatment of students will be less directive and more accepting.

The effect on the students although indirect should involve a positive change in self-concept, a change in attitude toward risk taking and an increased competency in decision making. Hopefully students will then be able to withstand peer/parental pressures in later years. Such long term goals and indirect training creates a special problem in measuring the impact of such programs. This study is an attempt to measure the effectiveness of one teacher training program.

The Study

Value sharing training for teachers is a project of the Addictions Prevention Laboratory which is supported by a grant from the Pennsylvania

Governor's Council on Drug and Alcohol Abuse. The training was coordinated with the Tri-County Council on Addictive Diseases in Harrisburg. The teachers in this particular project received graduate course credit from The Pennsylvania State University for participation in the course.

On January 14, 1975 a project was begun with a rural elementary school in the tri-county area. The school is located in a somewhat economically deprived area. The majority of the employed are in agriculture or are blue collar workers for a railroad. The students and teachers are predominantly white.

The school is new and constructed in large pods or open classroom areas. The fifth and six grade pods were the target area since some teachers had had value sharing training while others had not. The fifth grade pod had four teachers (3 female, one male) and about 118 children. The sixth grade pod had four female teachers and about 113 children. Subjects were chosen through agreement of fifth and sixth grade teachers to participate and through informed consent letters signed by parents.

TABLE I
SUBJECTS IN STUDY

1. Grade:

Fifth	71
Sixth	86

2. Sex:

Female	83
Male	74

3. Under Teachers Trained/Non-Trained

Value sharing trained	76
Non-trained	81

4. Teachers

Fifth:	2 trained, 2 non-trained
Sixth:	2 trained, 2 non-trained

Two teachers in each pod were enrolled in the value sharing training course. Since the open classroom arrangement had all students exposed to all four teachers in each grade, no control group in that school was possible. No school with an equivalent demographic group was readily available so a control group was not tested. The design became a simple pre-post analysis in the one school. Pretesting was done in January and posttesting in late May.

All students completed the Coopersmith Self-Esteem Inventory (1957) and two portions of the Marney Risk-taking Attitude Questionnaire (1970). These two sections were Part I, Risks and Dangers (health) and Part II, Gains (social acceptance).

In addition observations were made of student-teacher interactions in a pod; twice prior to any testing or teacher training and once a week until the posttest observations were made using the Interaction Analysis of Value-Clarification Behaviors (Penna. Dept. of Education, 1970). The weekly observations were one hour long and the time was randomly chosen. Observations were recorded every ten seconds. Finally frequencies in categories were transferred to a master tally sheet. Periodically visual observations were made using still photography.

The Coopersmith Self-Esteem Inventory was chosen because it was geared to the fifth and sixth grade age levels. In addition reliability and validity measures were excellent. The instrument is a self-report scale which includes the following subscales:

- General Self Scale
- Social-Peer Scale
- Home-Parental Scale
- School-Academic Scale
- Lie Scale

The long form of 58 short statements covering personal interests, peers, school, and parent's was used. Students circled either "Like Me " or "Unlike Me." The only modification made was to rearrange pretest items to reduce patterning and/or remembering of responses on the posttest.

Dr. Carney's research on the motivational correlates to cigarette smoking had led to trying to measure achievement motivation, decision making or "risky" behaviors, and extraversion. The Carney Risk-taking Questionnaire (RTAQ) was devised in 1968. Since then many projects have used the RTAQ to project the possibility of drug-abuse by high risk-taking individuals. Carney reports "reasonably high" regression coefficients between ratings and behavior (Carney, 1970).

The RTAQ's Part I and Part II were given at the same time as the Self-esteem Inventory. Questions appeared at the top of pages and students related that question to fifteen given items. Answers were circled from the choices of "Not Much," "Some," and "A Lot."

Modifications were the use of Parts I and II only; assignment of a score of three to the most socially acceptable response and one to the least acceptable. The lowest score was 15 and indicated high risk taking with a score of 45 indicating low risk taking..

The Interaction Analysis of Value-Clarification Behaviors (IAVCB) is a modification of Flander's Interaction Analysis Behaviors observation form (Amidon/Flanders, 1963). It records verbal indicators of beliefs, purposes, attitudes, interests, aspirations, feelings, activities, and ways of thinking. It also records initiating actions by teachers and students' responses. The modified form was prepared by the Pennsylvania Department of Education, Division of Applied Research (1970).

For the photographic observations two 35 mm cameras were used: Canon

Fib with 50 and 135 mm lenses and a Canon FI with a 40 mm lense. No flash accessories were used and these photographic observations, randomly timed, were not made on the same days as the IAVCB observations.

It was expected that children exposed to value sharing strategies and techniques would

- a. improve in overall self-esteem as shown by an increase in the Self-Esteem Inventory Score from pre to posttest
- b. show a lowered risk-taking attitude by increasing their scores on the Risk-taking Attitude Questionnaire from pre to posttest
- c. exhibit increased values clarification behavior by increasing frequencies of these items on the IAVCB form from pre to posttest

Results

On the Self-Esteem Inventory the four subscores were added to give a total score. The data were analyzed by t-tests.

TABLE 2

For all students there was a significant increase in mean score from pre to posttest. When divided by sex of child and by grade, there is still a significant increase in self-esteem scores. However, for children directly instructed by teachers in the value sharing training course there was no difference from pre-to-posttest while there was an increase in scores for those children taught directly by non value sharing trained teachers. This result is directly opposed to the expected.

In a further analysis the Lie score was subtracted from the self-esteem score. Those with a difference of 10 or less were judged to show less defensiveness and their scores were used in a separate analysis with a repeated measures design which is summarized in Table 3 below.

Table 2

Correlated T Tests (SEI)

	Mean Pre-Test	Mean Post-Test	SD Pre	SD Post	T-Value	(P)	N
All Students	33.64	36.12	8.96	9.10	-3.84	0.000	157
All Girls	33.98	36.27	8.84	9.02	-3.04	0.003	83
All Boys	33.67	35.94	9.15	9.24	-2.41	0.018	74
5th Grade	35.19	37.33	8.48	8.13	-2.92	0.005	71
6th Grade	32.72	35.11	9.23	9.75	-2.65	0.010	86
V-S Teachers	35.06	35.60	8.33	8.93	-0.86	0.387	76
NV-S Teachers	32.69	36.41	9.42	9.29	-4.63	0.000	81

SD = standard deviation

(P) = probability

VS teachers = pertains to students directed by teachers taking the value sharing course.

NV-S teachers = pertains to students not directed by value sharing teachers.

TABLE 3
Adjusted SEI Scores
for Non-Defensive Children

Source	df	MS	F	Pr
Teachers:				
Value Sharing/				
Non-Value Sharing	1	9.975	0.442	
Error	97	22.545		
Pre/Post	1	41.823	7.655	
Teachers/Testings	1	33.712	6.170	<.05
Error	97	5.464		

The children under nonvalue sharing teachers had a lower pretest mean and a higher posttest mean than did children under value sharing teachers. Again with scores of those children who were judged less defensive the expected results do not appear.

Next the scores for the Risk-Taking Attitude Questionnaire were analyzed by t-tests. See Table 4. On the Health measure, Part I, there was a difference for all students, for boys, and for sixth graders. However, the changes were a decrease in scores. If higher scores reflect low risk-taking behavior, then these children show an increase in risk-taking behavior. In fact even for the non significant analyses, the pattern of decrease in score does hold.

When scores on PartII, Social Acceptance on the RTAQ, were analyzed the same significant decreases were shown for all students, for boys, for

Table A
Correlated T Tests (RTAO/Health)

	Mean Pre-Test	Mean Post-Test	SD Pre	SD Post	T-Value	(P)	N
All Students	36.19	34.99	4.57	5.93	2.430	0.016	157
All Girls	36.32	35.71	4.46	4.97	1.046	0.299	83
All Boys	36.04	34.18	4.72	6.80	2.287	0.025	74
5th Grade	36.32	35.40	3.84	4.82	1.369	0.175	71
6th Grade	36.08	34.65	5.12	6.73	2.006	0.048	86
V-S Teachers	36.86	35.93	3.60	5.59	1.573	0.120	76
NV-S Teachers	35.55	34.11	5.27	6.14	1.856	0.067	81

SD = standard deviation
(P) = probability
V-S teachers = pertains to students directed by teachers taking the value sharing course.
NV-S teachers = pertains to students NOT directed by value sharing teachers.

sixth grade, and for non-value-sharing trained teachers. See Table 5. Again the pattern of every change, including the non-significant changes, is a decrease in scores. Accordingly these results were not as expected.

The IAVCB observations had been recorded on 17 separate occasions. The results showed a greater activity of the values clarification type before value-sharing training for the teachers. This was true for both grades and for value-sharing and non-value-sharing teachers. This also was opposite to the anticipated results. However, the photographic observations show an opposite direction. Since extrapolation from these pictures of actions to trends in behavior would be questionable, none will be made.

Discussion

In the self esteem measures most of the positive changes appear to belong to the children taught by non-value sharing teachers. There are at least three possible reasons why these score changes were not as expected. First, value-sharing teachers exhibited values clarification behaviors prior to their course work. They may have had less chances to exhibit greater use of value sharing in their classrooms. Secondly, there may have been sharing of value sharing course work through discussion and other interactions with non-value sharing teachers. Thirdly, the second half of the school year would be a time when attitudes toward each other and the school atmosphere are set. There are few vacation periods and school may become a grind inhibiting positive behavior on the part of the teachers and/or students.

On the RTAQ scale, all changes were in the negative direction. Possibly using only two sections of the questionnaire changed the outcome. It is also true that items might have been misunderstood or key definitions

Table 5

Correlated T Test (RTAQ/Acceptance)

	Mean Pre-Test	Mean Post-Test	SD Pre	SD Post	T-Value	(P)	N
All Students	37.07	35.52	6.09	6.97	2.739	0.007	137
All Girls	36.87	35.53	7.10	7.64	1.644	0.104	83
All Boys	37.28	35.92	4.75	6.18	2.294	0.025	74
5th Grade	36.92	35.16	7.17	7.33	0.867	0.389	71
6th Grade	38.01	35.62	4.89	6.68	3.009	0.003	86
V-S Teachers	36.79	35.26	6.29	7.22	1.728	0.088	76
NV-S Teachers	37.33	35.75	5.93	6.76	2.161	0.034	61

SD = standard deviation

(P) = probability

V-S teachers = pertains to students directed by teachers taking the value sharing course.

NV-S teachers = pertains to students not directed by value sharing teachers.

interpreted differently from those assumed by the questionnaire. Since the boys' changes were significant, it could be related to the more machisms and sexist orientation of families in this blue collar area. It is also possible that with increased self esteem, the students are more willing to state attitudes not previously expressed or to revise attitudes about trying new experiences. Finally, value sharing may lead students to be more tolerant of risk taking behavior in others.

On the IAVCB scale there was a decline in punishment and humiliating or shaming behavior. This may be attributed to exhibiting behavior classed as more acceptable when an observer was present. To supplement the observational data, sixteen randomly chosen students (four boys and four girls from each grade) were interviewed at the close of the study. Three questions were asked.

- a. Was there any change in the class since January?
- b. Was there any change in the teachers since January?
- c. Was there any change in yourself since January?

Students replied (16 to 0) that there was no change in class; they stated (14 to 2) that there was no change in their teachers and said (11 to 5) they felt no change in themselves. The five who felt changes in themselves said the changes would have happened anyhow, i. e., they were older. Some students reported classmates "made up" stories to use in value sharing exercises to "keep the teacher happy." Perhaps it was too sudden and complete a change in some of the teachers' behavior.

More research on the effect of value sharing training for teachers upon their students is necessary. As a primary prevention technique, long term experiments are required.

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